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ABSTRACT

This booklet informs teachers, administrators and other educational personnel about how students learn to regulate their own behaviors, which kinds of behavior are pertinent to successful learning in schools, and what processes can bring about agreement on behavioral standards among students, parents and school personnel. A review of theory and research on positive student behavior includes a statement of the problem, specific expectations for student behavior and principles of discipline. The New Jersey Project on Student Expectations is described, including rationale and objectives for prevention of behavioral problems in the schools. Instructional programs for fostering positive student behavior are described. These include: (1) social learning; (2) structured learning approaches; (3) cognitive-affective problem solving; (4) general instructional strategies; (5) standards for social-personal behavior, and (6) validated programs of demonstrated effectiveness. Appendices include a list of the advisory committee membership and districts participating in the New Jersey project, shared expectations for student behaviors, validated programs for fostering positive student behavior and a listing of related publications of the New Jersey State Department of Education. (LLL)

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IDENTIFYING AND FOSTERING POSITIVE STUDENT BEHAVIOR

NEW JERSEY PROJECT ON STUDENT EXPECTATIONS

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IDENTIFYING AND FOSTERING POSITIVE STUDENT BEHAVIOR:

NEW JERSEY PROJECT ON STUDENT EXPECTATIONS

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December 1985

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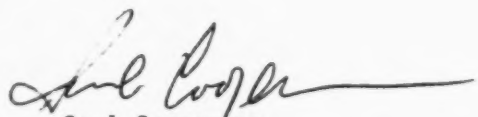
COMMISSIONER'S FOREWORD

Student behavior and discipline are matters of great concern to parents, educators, and the public at large. All agree that effective teaching and learning are not possible in the absence of certain essential conditions. Those conditions include a school climate where teachers and students can attend to the business of learning, dedicated teachers who present challenging tasks, and students who respond with attention and effort.

This publication focuses on the latter condition. Its purpose is to describe student behaviors that facilitate learning and help to ensure that schools can function as places where learning occurs. Developed in connection with a project our department has undertaken jointly with the New Jersey Principals and Supervisors Association, the booklet comprises a description of the project and its objectives. It also reviews theory and research on how children develop concepts of rules for their conduct and discusses student behaviors conducive to learning, as identified by students, parents, teachers, and administrators from local New Jersey schools.

This publication and the related training opportunities offered through our regional curriculum services units are part of our effort to assist local school districts in a comprehensive approach to school improvement. I recommend the approach described herein to educators and parents. These two parties, however, cannot do the job alone. The best possible educational opportunity requires the cooperation of students. When all three parties agree on reasonable behavioral standards, the prerequisite conditions for learning can be met.



Saul Cooperman
Commissioner

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TABLE OF CONTENTS

		Page
I.	**Introduction**	1
A.	Student Behavior and Learning in New Jersey Schools	1
B.	Purposes of the Publication	2
II.	**A Review of Theory and Research on Positive Student Behavior**	3
A.	Statement of the Problem	3
1.	School Behavior Problems	3
2.	Rule-Governed Behavior	4
B.	Assumptions	4
1.	The Primary Aim of Education	5
2.	Schools as Workplaces	5
C.	Students and Schools	6
1.	Developing Concepts of Responsible Behavior	6
2.	Developing Social Competence	6
3.	Behavioral Differences	8
4.	Effects of the School Environment	8
5.	Effects of the Classroom Environment	10
6.	School Programs which Foster Appropriate Student Behavior	10
D.	Conclusions and Summary	12
III.	**The New Jersey Project on Student Expectations:**	15
A.	Work of the Advisory Committee	16
B.	A Process of Validating Shared Expectations	17
C.	Conclusions	18
D.	Development and Dissemination of Final Statement of Expectations	19
IV.	**Instructional Programs for Fostering Positive Student Behavior**	21
A.	Social Learning Approaches	21
B.	Structured Learning Approaches	22
C.	Cognitive-Affective Problem-Solving	22
D.	General Instructional Strategies	23
E.	Standards for Social-Personal Behavior	23
F.	Validated Programs of Demonstrated Effectiveness	24
References		25
Appendix A.	**The New Jersey Project on Student Expectations: Advisory Committee Membership and Charge Districts Participating in Validation Process**	29

Appendix B. Shared Expectations for Student Behaviors..... 35

Appendix C. Validated Programs for Fostering Positive Student Behavior..... 41

Appendix D. Listing of Related Publications of the New Jersey State Department of Education..... 49

Feedback Form..... 53

CHAPTER I

INTRODUCTION

Improving education demands careful attention to all aspects of the school experience, including curriculum, instruction, pupil support services, school and classroom management, home-school relationships, and student behavior and commitment. Our nation is currently examining public education with great care, identifying problems, and implementing proposed solutions, all with the aim of offering to students the best possible educational experience.

Student Behavior and Learning in New Jersey

The State of New Jersey has made a commitment to improving the quality of education in its public schools. Its citizens realize that schools have a responsibility to help students reach their potential for fulfilled lives in the present and to prepare them for an increasingly challenging future. This responsibility requires fair but rigorous academic standards, well-qualified and dedicated educators, and a school climate designed and maintained to promote learning. Intensive improvement efforts are underway in all these areas, in a comprehensive approach to attaining educational excellence.

Work of the New Jersey State Department of Education. Educational excellence also requires the support of parents and communities and the cooperation of students. As complements to an emphasis on higher standards for teaching and learning, the New Jersey State Department of Education is developing resource materials, guidebooks, and training opportunities to help local school personnel with issues of student behavior. These include the development and implementation of alternative educational programs for disruptive students, codes of conduct, strategies for effective schools, techniques for school and classroom management, disciplinary principles for students in special classes, and plans for preventing and managing substance abuse, suicidal intent, and other self-destructive or socially disruptive acts. An annotated listing of materials prepared by the department is included in Appendix C.

While this publication is a part of the departmental effort to provide help on the quality of student learning in schools, its focus is different from those of the materials cited above. Research on effective classrooms and schools identifies ways in which careful management can increase learning opportunities and forestall the behavior problems which might otherwise thwart learning. Work on alternative educational settings and preventive or remedial approaches emphasizes steps which must be taken when student behaviors have gone awry. Rather than focusing on preventing and remediating what should not be allowed to occur, this publication emphasizes what should happen. What should be expected of students in schools? Positive expectations as well as preventive and remedial approaches are essential if schools are to attain excellence.

Student behavior is considered to be a contemporary problem in the nation's schools, both by educators who work in them (Klausmeier, 1980) and by the public (Elam, 1984; Gallup, 1985). In fact, in the eyes of the public, discipline is the biggest problem facing the public schools, as it has been for more than a decade. Studies of effective schools and classrooms underscore the significance of student behavior in education: where classrooms are more orderly and purposeful, student learning is more productive.

Widespread concern about school discipline has frequently been met with more elaborate administrative procedures, stricter rules for conduct, and closer adult supervision of students' activities. Several problems are inherent in an overreliance on these approaches. Disciplinary procedures may become unwieldy and complicated, draining the attention and energy of teachers, administrators, parents, and students from the main business of education (Natriello, 1984). Such approaches may also deflect the attention of students from their own responsibilities in the work of the school (Adler, 1982; Sizer, 1984).

Fresh perspectives on problems of behavior and learning are needed to help focus the attention of educators, students, and parents on enhanced learning and academic success. Given the importance of student behavior in these aims, how can we make more systematic attempts to encourage students' investment in their own positive school-related behaviors?

The Purpose of this Publication

This publication informs teachers, administrators, and other educational personnel about how students learn to regulate their own behaviors, which kinds of behavior are pertinent to successful learning in schools, and what processes can bring about agreement on behavioral standards among students, parents, and school personnel. Prepared with this kind of information, educators can engage all concerned parties in identifying expectations and establishing standards tailored to the circumstances and needs of their own school communities.

To inform the reader on those topics, this booklet will:

- identify expectations for student behavior which can help students to assume their places in the school milieu and move toward mastery in learning, based upon research findings;
- describe a process by which concerned persons developed a set of statements of appropriate behavioral expectations for students; and
- present a model set of expected behaviors, with examples of how the expectations might be altered to fit students of varying ages and abilities and differing school communities.

CHAPTER II

A REVIEW OF THEORY AND RESEARCH ON POSITIVE STUDENT BEHAVIOR

New Jersey students reflect the remarkable variety of human characteristics found among our citizens, and each student is unique. Despite the difference among them, our society has one set of expectations for all students: that they take the role of learners, assuming appropriate responsibilities and demonstrating appropriate behaviors. We expect all children, from their entry into kindergarten to their graduation from high school or its equivalent, to behave consistently with the student role, all the while they seek to fulfill their own individual needs.

Social expectations are communicated to students in a variety of ways, and their behavior in schools is influenced by:

- what the school expects of the student;
- what the student expects of the school;
- what the parent expects of both the student and the school; and
- the specific needs and interests of the individual student (Stradley & Aspinall, 1975).

If students conduct themselves to everyone's satisfaction, it is because what is expected of them is consistent with their individual capabilities and because there is a sufficient degree of cooperation among students, parents, and teachers in establishing and communicating those expectations.

Statement of the Problem

School Behavior Problems. The widespread concern about school behavior and discipline in both state and nation is evidence that the required understandings are not always reached. Some students may fail to take reponsibilities for their learning; they may violate social standards, disrupt learning processes, abuse the rights of others, fail to respect the authority of teachers and other school personnel, or engage in illegal and physically dangerous behavior.

Such infringements upon the common good have been categorized as five major kinds of school behavior problems: 1) attendance-related problems; 2) negative in-class conduct; 3) maladaptive conduct related to academic work; 4) noncriminal out-of-class behavior; and 5) criminal out-of-class behavior (Duke & Meckel 1980). Omitting criminal behavior, which is not within the scope of this review, the first four behavior problems may be seen as violations of social conventions, school and classroom rules designed to maintain order, or dictates of authority for the purpose of controlling student behavior (Geiger & Turiel, 1983).

Faced with such problems, schools usually act to develop and enforce rules for student behavior and interaction. Such rules are likely to specify consequences which confront those who fail to comply or to set expectations for those who partake of the life of the school (Natriello, 1984).

Rule-Governed Behavior. Three kinds of social rules govern student behavior: custom, convention, and ethics (Damon, 1979). Custom involves social habits, which reflect uniform patterns of behavior but do not serve particular social functions and are not externally enforced. Singing the school song before assemblies and athletic events is a custom. Conventions serve to regulate social activities; they are considered binding within the social group, and they are enforced. Most behavioral rules in schools are examples of conventions. Ethics have to do with broad systems of rules which arise from moral principles, such as justice and equality, for example.

Customs may vary from one school community to another; conformity to custom will help youngsters identify with a particular school group. Ethical behavior is based on philosophical and religious values; the demands of ethical behavior transcend customs and conventions. Conventional behavior, on the other hand, concerns the kinds of behavior which facilitate particular activities within social groups, for example, learning in schools. Students in schools are expected to behave in ways which help schools to exist and which help the students themselves carry out their roles. When they do not abide by the conventions of schools, students can and do experience negative consequences, and others may also be adversely affected.

This review is concerned with expectations for conventional behaviors of students. What kinds of behavior are necessary so that schools can function as places of learning and so that students can fulfill their responsibilities as learners? In this review, we will focus on the contributions that theory and research make to understanding what can be expected of school students, not teachers or parents.

Expectations for students' behavior comprise one set of conditions for attaining the aims and objectives of education. They are the students' part of a contract, the other parties to which are the parents, the school, and the community. To consider the students' part separately is not to diminish the necessary role played by the other parties. Indeed, the students cannot fulfill their responsibilities in the absence of the other conditions. However, the focus of the present booklet is on the part which students themselves must play in the process of their education.[1]

Assumptions

For our focus on conventional student behaviors, some assumptions can help in defining the problem and identifying the most pertinent information. Two assumptions are implicit in this chapter.

---

[1] See Appendix C for related publications of the New Jersey State Department of Education. Most of these are addressed to teachers and administrators. One is especially for parents.

The Primary Aim of Education. "The aim of education in a democratic society is to help children and youth to be self-directing, to know how to act and how not to act in light of personal and social goals" (Tanner, 1978, p. 3). To this end, educators are concerned with student behaviors that demonstrate increasing self-reliance, accompany school achievement, and contribute to a healthy school environment. The contributions which school personnel make to helping students develop such conduct should emphasize guidance to pupils and solicitation of pupil interest in accepting such guidance. When behavior falls short, school personnel must act to end any misbehavior, to redirect the student into constructive activity, and to continue an uninterrupted flow of classroom activities (Tanner, 1978, pp. 156-157).

Attaining self-discipline is no easy matter, particularly in the complex world in which we live. Modern society is not characterized by an inflexible set of easily learned rules and behavorial norms applicable to nearly all circumstances. Instead, our children and youth must be prepared by their educational experiences to negotiate differing and intricate social systems, involving flexible rules and norms (Wallet & Green, 1982). Thus, the educational aim of self-direction is all the more important and challenging.

Schools as Workplaces. Americans have high expectations of their schools. Schools are unique institutions, which function to socialize the young into the behaviors, values, and shared knowledge of the society and, simultaneously, to help the young realize their own potential and their place in the social scheme.

There is "...high agreement on a broad and comprehensive mandate to the schools to develop young people in all areas of human development and through all domains of human knowledge and knowing" (Goodlad, 1983, p. 788). In the lives of American children and youth, schools are critical agencies of society. Schools are charged with complementing the efforts of parents and community to assure children access to the academic and social skills and the motivation necessary to cope with the demands of adult life (Comer, 1984).

In contemporary terms, schools are also social systems which provide an environment for human interaction. The type of interaction they foster is work: school is a workplace. School pupils must learn to fulfill the roles of competent workers in the school workplace, organizing their behavior to meet the requirements of schoolwork (Carroll, 1981). Being a student requires a specialized pattern of behavior.

As children grow and mature, they face an increasingly complex set of work requirements, since schools adapt to the growing intellectual, physical, and social abilities of developing youngsters. The reciprocal changes of student behaviors and school expectations operate as a kind of negotiated agreement about what should take place between students and schools (Carroll, 1981). In our society, the school is the arena in which children must demonstrate their growing ability to regulate their

own behavior, where they "... learn to resist temptation, delay gratification, control aggression, and show concern for the needs and welfare of others..." (Grusec & Mills, 1982). Moreover, they must learn over time to do so on their own, without the monitoring of others.

Students and Schools

Developing Concepts of Responsible Behavior. Adults base their expectations for children's behavior on perceptions of children's abilities to understand ideas and apply them in their daily lives. As they grow in maturity and experience, children become capable of understanding and handling more involved social relationships and more difficult tasks. This includes their own sense of responsibility for their personal actions.

Children's ideas about authority change markedly during their school years (Damon, 1979). Young children consistently show positive respect for authority -- whether of parents, teachers, or school principals -- and their standards for their own behavior are often bound to the authority figure. Older children are able to distinguish between rules for their social behavior and their relationships to authority figures. The ability to make this distinction is a developmental requirement for self-direction.

At the same time that their understanding of the nature of authority and their relationship to it is undergoing developmental change, children come to reason differently about the nature of fairness and what they owe to others. Young children confuse conventions for behavior with the power of authority figures to reward or punish them. Later, they respect conventions if they believe them to be formal rules. By junior high school, students often consider social conventions simply arbitrary; however, they will respect them for pragmatic reasons (e.g., "keeping out of trouble").

From the mid-teens on, most young people have developed a new respect for social conventions because they now understand the place of rules in the school social system (Geiger & Turiel, 1983). To them, "correct behavior" is the behavior defined by the social system. The preoccupation of adolescents with the attitudes and values of the peer group add force to social expectations and may contribute to competing definitions of correct behavior.

Thus, children's understanding of behavior rules and their reasons for complying with them vary over time, as a function of their increased intellectual abilities and greater social experience. They must learn to manage their behavior in relation to authority, balancing that social relationship with their maturing conceptions of what is just and fair (Damon, 1979; Turiel, 1975).

Developing Social Competence. Our society, like all others, expects children to become increasingly capable of functioning independently, with greater self-sufficiency and enhanced ability to manage their own interests (Greenberger, 1982). Growing ability to govern their own

behavior goes hand in hand with developing concepts of justice and social responsibility. As they grow toward adolescence, children typically display more altruism, more understanding of others' points of view, and more initiative and leadership (Henderson & Bergan, 1978). Changing capabilities, together with more highly developed concepts of responsible behavior, result in children's growing social competence. Social competence has been defined as:

> . . . an individual's everyday effectiveness in dealing with his environment . . . his ability to master appropriate formal concepts, to perform well in school, to stay out of trouble with the law, and to relate well to adults and other children (Anderson & Messick, 1974, p. 284).

The course of development plays a considerable part in determining the ways children and youth demonstrate self-control and social knowledge.

Tanner (1978) has identified three developmental stages of discipline, which she defines as "ability to attend to a task." The three stages form the progression typical of school pupils from school entry to high school graduation. The three involve different levels of self-direction, as follows:

- Stage I -- Basic Discipline Stage

  The student can listen to the teacher and others; can follow directions; can ask for help when necessary; is able to share materials, etc.

- Stage II -- Constructive Discipline Stage

  The student can recognize the rights and needs of others and work cooperatively with them; can understand the basis of reasonable rules and procedures; can choose or develop procedures for accomplishing an objective; has a concept of justice.

- Stage III -- Generative Discipline Stage

  The student can demonstrate self-direction, social responsibility, and leadership; endorses and applies the concept of justice; can take responsibility for personal choice when there are no rules.

As children grow in their abilities to understand and demonstrate self-control and socially-appropriate behavior, they are also changing in their ways of relating to adults and other children. Such changes have implications for the ways students behave in school.

During their elementary and secondary school years, youngsters' views of the people with whom they have frequent interaction undergo a shift. In early childhood, adults dominate the concerns of most children. By middle childhood, the peer group has assumed great importance, and children are concerned about being accepted by their classmates. In high school, most students identify with a particular peer group, which is likely to influence their attitudes and behavior (Elkind, 1974). The relative importance of adults and peers does not alter the kinds of self-control of which students are capable. However, it may help to determine the situations in which they demonstrate what they know and can do.

Behavioral Differences. Although the course of development is believed to be basically the same for all children and youth, other variables affect the kinds of behavior students display. First of all, children's beliefs about their own adequacy or inadequacy are a major determining factor in behavior. Children who feel competent, who believe that they can control their own achievement with their own efforts are, understandably, more internally motivated (see Hills & Davis, 1986). They apply themselves to classroom tasks better and are less easily distracted than other pupils (Walden & Ramey, 1983). Children with low self-esteem tend to feel more aggressive toward others (Burdett & Johnson, 1983).

Certain behavior patterns seem to be correlated with school achievement. In fact, academic behaviors and social behaviors are so highly correlated that whatever reinforces one probably strengthens the other. This is so because certain social behaviors, such as following the teacher's directions and attending to the task, contribute to academic performance (Cartledge & Milburn, 1983). The prolific research on effective schools and classroom management has identified a number of behavioral contrasts between high-achieving and low-achieving students. High achievers are more oriented to academic learning; they can work more independently without supervision; they seldom disrupt classroom proceedings (Brophy, 1983). They spend significantly more time seeking additional information and help related to their classroom tasks (Derevensky, Hart, & Farrell, 1983). They express more interest in school and back it up with a better attendance record (Newfield & McElyea, 1983).

The classroom behavior of low-achievers is quite different, as is the response they evoke from teachers. Low-achieving students seem to display more frequent disruptive or off-task behavior and consequently attract more negative criticism or disciplinary action (Brophy, 1983). Teachers spend less time reinforcing their learning and ask them to recite less often than is the case with high achievers. The actions of both high and low achievers seem to elicit teacher reactions which maintain and strengthen the students' existing tendencies, in a spiraling pattern of action-reaction.

Effects of the School Environment. There are many ways in which schools can exert positive influences on the behavior of the students in them. Schools are rule-governed organizations, which must operate so as

to resolve the kinds of personal and social conflicts which are integral to all human activities (Duke & Meckel, 1980). All who work and study within the school must be helped to realize that there are rules which govern their interactions. However, it is the way in which the awareness of rules is developed that establishes the conditions for success.

There is a consistent relationship between school environments and students' feelings and behavior in them (Strother, 1983). For example, adolescents respond more positively when these conditions are present: the setting provides clear expectations for behavior; they or their peers have participated in defining behavioral rules; all persons in the school setting -- teachers, principals, and fellow students -- show sensitivity to individuals; and students feel they are needed. Duke and Meckel (1980) agree that collaborative development of school rules and expectations is essential. Further, they emphasize the validity of including issues related to appropriate behavior in the regular academic curriculum. Basic school rules should apply to all parties in the school, and procedures should be developed to ensure that rules are fairly and consistently enforced. The "rule-governed" school does not seek to avoid conflict. In fact, the face-to-face confrontation and its participatory resolution strengthen both educators and students in their own and the others' eyes.

A Phi Delta Kappa study (Wayson & Lasley, 1984) identified several characteristics of schools that were effective in fostering self-discipline in students. The schools:

- created student "belongingness" and responsibility,
- established and pursued long range and comprehensive goals,
- created symbols of identity and excellence,
- fostered leadership to sustain positive school values, and
- created clear formal and informal rules, which were understood by the students.

Moreover, the leadership of these schools held to the ideal that students should conduct themselves by agreed-upon norms in which they had a stake, rather than formal rules. This approach is consistent with the traditional reliance the public school system has placed on a normative, moral basis of order (Natriello, 1984).

Natriello (1984) and others (Beachum, 1985; Wayson & Lasley, 1984) have identified a quality of "spirit" or "common culture" within such schools. The emphasis is on expectations, not on many specific rules with penalties for non-compliance. The latter may limit personal responsibility and personal judgment. Rule-making in a common culture approach is based on these principles: rules are addressed to the entire student body, not just to those likely to incur penalties; rules focus on desirable behaviors rather than noncompliance; they are general rather

than specific; they connote loss of membership or involvement in the group spirit; and they require students to make decisions about their own behavior in relation to the school (Natriello, 1984).

Successful schools are successful because they encourage student involvement in the life of the school. Such involvement helps to unify the student body, to assure high morale, and to further the development of learning experiences which meet students' needs (Stradley & Aspinall, 1975). When students, educators, and parents are encouraged to contribute to the common good, positive behavior and regard for others seem to be high. Those values are linked to both individual and group success (Thomas, 1984).

Effects of Classroom Environment. The classroom environment also affects the behavior of students. Schoolrooms in which there are many rules signal a lack of trust among teachers and students (Thomas, 1984) and may weaken students' tendencies to demonstrate responsibility for their own behavior. Studies of the factors involved in effective schools show that teachers who have high expectations of students also demonstrate more professional behavior and are more positive and consistent in their work with students (Jones, 1984). These characteristics are linked to the higher levels of student achievement and the lower incidence of disruptive behavior which help to define school effectiveness.

Requirements for student conduct are integral to the total classroom behavioral expectations, which also include the performance patterns of the teacher, the demands of the classwork, and the typical day-to-day performance of the learner. Teachers' perceptions of the potential learning ability of individual students can influence what those children do in school. When teachers hold stereotypes about characteristics of race, social class, ethnicity, or other variables, they may unwittingly apply different standards of concern and attention to students' behavior (Brophy, 1983; Marjoribanks, 1978).

A number of authorities agree that appropriate behavior is a valid and necessary part of curriculum (Duke & Meckel, 1980; Johnston, 1984; Jones, 1984; Natriello, 1984). Tanner (1978) recommended that teachers use rule-making for a number of worthwhile instructional purposes: to describe the way students are expected to behave, to teach behaviors and develop self-discipline, and to involve students in the problem-solving required to develop rules. In fact, research suggests that teachers can teach desirable social-personal skills, such as self-control, problem solving, conflict resolution, and assertiveness, through a number of alternative approaches (Strother, 1983). In their interactions with students, teachers can foster students' abilities to work out agreements among themselves, demonstrate and experience empathy and positive regard, and build repertories of behavior appropriate to the student role (Natriello, 1984).

School Programs Which Foster Appropriate Student Behavior. Participation in developing behavioral rules and then living up to them make heavy demands on the social skills and understanding of all those

involved -- students, teachers, administrators, and parents. For this reason, a variety of administrative and instructional approaches have been developed to help schools foster appropriate student behavior. These approaches may be schoolwide, as part of a comprehensive disciplinary program (Duke & Meckel, 1980; Jones, 1984); they may be addressed to strengthening the abilities of administrators and teachers to put into practice the most effective instructional and school management strategies demonstrated by research findings (Brophy, 1979; Jones, 1984); or they may be addressed to students, to help them acquire social skills, problem-solving strategies for interpersonal problems, or the ability to reason about the consequences of their actions for themselves and others (Cartledge & Millburn, 1983; Manuele & Cicchelli, 1984).

Several sets of principles for comprehensive schoolwide disciplinary systems have been developed. Jones' (1984) system includes: congruence with the school's goals for student academic performance and personal development, cooperative effort on the part of all staff members, responsiveness to the abilities and needs of the students, emphasis on quality of both student-teacher and peer relationships, systematic involvement of parents in issues of their children's behavior, continuing training in social skills for school personnel and students, and periodic evaluation of the system. Duke's system (Duke & Meckel, 1980) includes many similar principles and emphasizes collaborative development of school rules, inclusion of behavioral expectations in the regular academic curriculum, equal application of rules to all those who work and study in the school, and consistent, fair enforcement of the minimum number of rules which should be necessary in a school culture which all accept as rule-governed.

Stradley & Aspinall (1975) recommend use of a student assessment chart as a focus for teacher, student, and parent in planning the student's full educational program, including behavioral expectations. Such a chart summarizes needs and interests of students, what is expected of the student in relation to those needs and interests, the contributions parents will make to the learning process, and the responsibility of the teachers.

These same authors also point out the value of a student honor code. An example is "The Viking Pledge" (see Stradley & Aspinall, 1975, pp. 63-64), which was developed by the students and then reviewed by the student council every two years. In this particular example, the honor code calls for respect for others, respect for school property, courtesy and honesty, industriousness, participation in maintenance of school order and law, constructive problem solving, and self-direction and self-improvement. According to Stradley and Aspinall, the high level of effectiveness of an honor code arises from the fact that it is developed by students for students. It is addressed to the aim of consistency in the school environment for all students. Once developed, it should be posted prominently, discussed periodically by school personnel, and used with the student body and the parent group as a set of shared expectations.

Instructional programs for students use social learning approaches, teacher-guided reasoning processes, directive teaching, or others (Cartledge & Millburn, 1983). Chapter IV summarizes several of these generic approaches, and Appendix C is comprised of descriptions of validated programs which teach students the kinds of skills in making decisions, solving problems, and resolving conflicts which are consistent with the development and maintenance of positive behavioral expectations in schools.

Conclusions and Summary

All schools of thought about development and learning try to explain how human beings develop competence and self-direction. Indeed, the major goal of education, in the minds of most of us, is to help children become autonomous (Kamii, 1984). We believe that every person is capable of learning self-control and that every person is ultimately accountable for his/her own actions (Thoresen, 1972). From these philosophical positions, from studies of children's developing abilities to reason about their behavior and control it, and from school and classroom practice, we can infer some expectations for student behavior which are generally shared.

The fundamental expectation we have for students is that they will become increasingly able to control and direct their own behavior. Stemming from this basic expectation, there are several others which have been part of a theme running through the theory and research reviewed in this paper. These are listed below:

- Students should demonstrate responsibility for their own behavior.
- They should demonstrate respect for other persons, both adults and peers.
- They should set objectives in learning for themselves.
- They should assess their own progress regularly and communicate with teachers and parents regarding it.
- They should use time and other resources well, without the need for constant supervision.
- They should share responsibilties when working as members of a group.
- They should be accountable for their own actions, accepting constructive criticism and disagreement when necessary.
- They should dress and behave on the basis of good grooming, modesty, and cleanliness, all of which facilitate the process of learning.

- They should fulfill the behavioral expectations of the school community.

- Where there are no rules, students should develop personal expectations for their own conduct.

Implementation of such behavioral expectations will be carried out in different ways, depending upon the ages of the children/youth, their personal needs and problems, and community norms. Tanner's (1978) principles of discipline are applicable to the development of specific expectations for student behavior:

- The aims of school discipline are to help children and youth become self-directing.

- The function of discipline is to help pupils channel their energies toward their learning goals.

- Discipline is a legitimate and inseparable part of school curriculum.

- Appropriate behavior is related to the rational demands of specific situations.

- Expectations for behavior and ways of dealing with misbehavior should be in accord with developmental goals.

- Basic discipline can be achieved only when students' basic human needs are met.

From the viewpoint of school, discipline is a process through which students and those who work with them may learn alternative, mutually beneficial ways of fulfilling their personal, social, and intellectual needs (Jones, 1984).

CHAPTER III

NEW JERSEY PROJECT ON STUDENT EXPECTATIONS

Recognizing the significance of behavioral expectations for students, the New Jersey State Department of Education and the New Jersey Association of Principals and Supervisors (NJPSA) joined in a series of activities to identify and help schools foster the kinds of student behavior which are associated with successful learning and effective schools. The New Jersey Project on Student Expectations, initiated in 1985, was based on a two-part rationale, as follows:

- Standards of behavior can facilitate the quality of learning, just as the lack of standards can impair it.

- Educators at all levels have high interest in preventing the problems that arise, both for individual pupils and the school as a whole, when student behavior threatens the teaching-learning process.

For the cooperating parties, the department and the NJPSA, the project has been relevant to their separate responsibilities and timely for their continuing work. Research shows that school leadership, especially that of principals and supervisors, is critical to promoting a positive school climate and increasing the effectiveness of staff. The particular activities which constitute the project are consistent with the department's overall effort to improve the quality of education in New Jersey public schools. Moreover, the project activities demonstrate that fostering positive student behavior is the responsibility of the entire educational community and requires widespread assistance for success.

The goal of the project is to provide the necessary leadership and resources to assist New Jersey educators in implementing school programs to emphasize widely-accepted, positive behaviors which will facilitate student's own learning and contribute to a school environment conducive to improved quality of learning for all students. To these ends, the project was designed to fulfill four objectives:

- to identify those positive student behaviors associated with successful students;

- to assess the validity of the identified student behaviors as expectations for behavior of New Jersey's youth;

- to design and disseminate information about programs and approaches that bring about positive student behavior; and

- to foster the implementation of effective programs and practices in local districts.

Work of the Advisory Committee

As a first step, a synthesis of pertinent theory, research, and school practices was prepared. (Chapter II of this publication presents that material.) The synthesis was presented to an advisory committee composed of representatives from appropriate professional associations, agencies and institutions, parent-teacher associations, and student bodies. The advisory committee used the paper as background information in carrying out its charge to study the issues of student behavior, to identify appropriate behavioral standards, and to produce recommendations for behavioral expectations on which most persons affected might agree. (See Appendix A, for a list of members of the committee and the charge for which they responded).

In a series of meetings, the committee considered the contributions of research and theory and deliberated the nature of expectations which might be directed to students of all the ages and backgrounds represented in our public school communities. The approach on which they settled was to construct broad statements of expectations and elucidate their meaning in examples of concrete behaviors through which children of differing maturity and experience might demonstrate the kind of behavioral value in question. The examples were intended to illustrate ways students might fulfill shared expectations and also to offer a model to local school communities for customizing more general statements of expectations to particular circumstances.

In fulfilling their charge, the advisory committee members emphasized several principles which, in their opinion, should guide the development of positive behavioral expectations for students. These include the following:

- Any statement of shared expectations should be applicable to all students, commensurate with their ages and abilities.

- Any set of recommendations should provide for the necessary flexibility, in language and process, to be applicable to all school communities, despite diversity in ethnic and economic backgrounds.

- Any set of recommendations, such as their own, should not be imposed as a mandate upon local school systems, but should be offered as a guide for local development of consensus.

In introducing its recommended statements of expectations, the advisory committee stated a conception of the underlying values and assumptions of its effort, as follows: 1) positive student commitment and behavior are essential to effective learning; 2) students must be helped to understand how their own attitudes and acts are related to their learning and that of others; and 3) with the help of adults at home and in school, students have the capacity to contribute positively to the school environment and the quality of learning.

A Process of Validating Shared Expectations

Following the work of the advisory committee, representatives from a stratified sample of New Jersey public school districts were convened in a conference to consider the recommendations and the process through which they had been developed. (A list of participating public school districts may be found in Appendix A.) To assess the validity of the expectations for their own schools, the conference participants returned to their local communities and discussed the recommended statements with teachers, administrators, students, parents, school board members, and others. The conclusions reached through those discussions were forwarded to the department so that the statements might be revised and clarified.

Along with their suggested revisions, districts reported the steps they had taken to check the appropriateness of the expectations within their local communities. District activities were characterized by the involvement of many persons in their local study, although the involvement was achieved in a variety of ways.

Some established a local committee made up of students, teachers, and administrators to review the original recommendations of the advisory group and suggest revisions which would make them locally appropriate. Others established multiple committees, with membership drawn from local board members, parents, teachers, administrators, and students, to consider the recommendations from differing points of view and suggest revisions. Some constituted sub-committees in each district school, where representative administrators, teachers, parents, and students could examine the statements in light of the particular building-level experience. Still others submitted the recommendations to an existing district committee for review and comment. Administrators used the advisory committee's statement in faculty meetings and/or with parent-teacher groups. Student advisors asked student councils to react to the list of student expectations.

In the course of their work, personnel of the participating districts voiced several concerns about the development of any behavioral expectations at state level. Their concerns echoed those of the advisory committee, as can be seen in the following:

- They cautioned against a state mandate, either real or apparent, and close state "monitoring" of how districts might implement a program.
- They recommended that any final recommendations accommodate to the differing maturational levels, ability levels, and community experiences of students.
- They asked that ample time be allowed for districts to develop a locally valid set of expectations or tailor a set of recommendations to their own circumstances, since it was potentially counterproductive to rush the process.

- They identified the local school community as the responsible entity to reach agreement on what should be expected of its own school students.

Many of the participants reported the positive values to the school community that could derive from engaging in the process -- examining the recommended statements, considering how they might be applied, and developing revisions which would make them more appropriate. For some districts, the process had served as a catalyst to motivate educators, parents, students, and community members to reach consensus on the kinds of behavior that would enhance an individual's learning and strengthen the school learning environment.

Conclusions

In light of research and practice on similar kinds of efforts, both the advisory committee and the conference participants identified concerns and principles which can influence the outcomes of the project. Reports from successful practice in this area (Stradley & Aspinall, 1975; Wayson & Lasley, 1984) underscore the critical need for the kind of involvement New Jersey districts consider essential,that is:

- persons in local schools should develop and/or adapt expectations for behavior of their own students;
- students should participate in the process;
- public school participation should be voluntary, not required; and
- decisions about specific day-to-day, age-appropriate, community-relevant behavioral standards should be made at district and even at school level.

In yet another point, the participating New Jersey districts offer an object lesson for other districts which attempt to develop a consensus of expectations for student behavior. The process itself, they have said, is beneficial. In trying to reach agreement, students, parents, board members, and school personnel articulate values, consider individual capabilities, assess the significance of certain behaviors for the main business of schools, and grapple with legitimate differences of opinion. These problem-solving activities yield benefits in more comprehensive knowledge about the relationship of personal conduct to learning and in greater understanding of the points of view of the various affected parties. Therefore, the benefits accrue both from the product of the efforts -- a set of agreed-upon expectations -- and from the process by which it was obtained. In fact, it is recommended that the process of involvement and reassessment be repeated at intervals, so that the validity of the product will be maintained and the investment of those concerned will be renewed.

Development and Dissemination of Final Statement of Expectations

The reports and suggestions of the participating districts arrived simultaneously with the end of the 1984-85 school year. All ratings and comments on the original statements and all descriptions of the local validating steps were reviewed and analyzed by staff of the department and NJPSA.

The resulting final statement is presented in Appendix B, together with the text of a resolution of endorsement by the New Jersey State Board of Education. The statement is offered as a model statement of positive expectations for student behaviors which can facilitate student learning and enhance the learning environment in schools. A set of examples of what the expectations might mean in concrete behavior for different student groups is also offered in Appendix B. Persons in local schools and communities are invited to examine the statement, tease out its implications for life in their own schools, and adopt or adapt it to reflect their reality or use it as an example while developing their own consensus about how students should behave in schools.

The final statement of positive behavioral expectations for students in New Jersey schools will be disseminated to all local school districts in a variety of ways, for example: through departmental publications and training; through awareness conferences jointly sponsored by the department and the NJPSA; and in connection with other departmental initiatives, such as effective schools, urban education, the High School Proficiency Test Training Institutes, and others.

The long-range outcome of the project will be heightened awareness of the relationship between school behavior and school achievement, on the part of educators, parents, and students throughout the state. The project will also make possible the development of several kinds of resources to help local school districts promote positive student behavior -- packets of materials, training opportunities, and information banks concerning promising programs and practices.

CHAPTER IV

Instructional Programs for Fostering Positive Student Behavior

There are a number of different instructional approaches through which school personnel may help students acquire more positive and effective social skills and behavior. Some of these have been drawn from psychological principles of development and learning, for example, social learning or cognitive affective development (Cartledge & Millburn, 1983). Others have been elaborated in instructional approaches for students with individual needs which hamper their social and academic activities, for example, impulsivity or social-emotional handicaps. Several prescriptive, directive approaches reflect this kind of instructional approach. All of these approaches may have some value for many types of students and school situations, depending upon the professional decisions and adaptations of teachers and administrators. The major types and specific examples are briefly described below.

Social Learning Approaches

Instructional programs based on social learning theory (see Bandura, 1977, for example) aim to teach social skills which, for some reason, children have not yet learned. In such programs, teachers provide students with:

- instruction in the skills

  The teacher makes sure that the students have the opportunity to learn the component sub-skills.

- modeling

  The teacher or someone else demonstrates the behavior in question, or puppets may be used to demonstrate it.

- rehearsal

  Through discussion, simulation, or other experience, students "try out" the behavior and become familiar with demonstrating it.

- feedback

  The teacher provides some means for students to become aware of their own performance, for example, group discussion, video or audio tapes, teacher-student conferencing, and the like.

- practice

  Students practice the skill in real-life classroom activities (Cartledge & Millburn, 1983).

Structured Learning Approaches

Programs of directive or structured learning of social-personal behaviors incorporate a task analysis of the skills in question and a diagnosis of the student's status and needs in relation to those skills. Such approaches have been developed and used extensively with children who have marked difficulty with some behavioral standards. To implement this kind of instructional approach, teachers must undertake:

- definition of the target behavior

  The teacher states the objective in specific behavioral terms.

- assessment of the student's existing competence

  The teacher determines the baseline level of performance.

- instruction of the lacking skills

  The teacher teaches those skills which are assessed as minimal or lacking in the student's behavioral repertory.

- evaluation of performance after instruction

  The teacher reassesses the student's behavior to determine whether further instruction is needed.

- provision for transfer of the training

  The teacher provides the students with opportunities for practice and generalization of the behavior to new situations (Cartledge & Millburn, 1983; Strother, 1983).

Cognitive-Affective Problem Solving

A few carefully wrought studies have confirmed a relationship between children's behavior and their abilities to solve interpersonal problems. Spivack, Platt, and Shure (1976) developed a research-based program of instruction in problem-solving to help young children with self-control, conflict resolution, and choice of alternative solutions. This program teaches children to think about their interpersonal problems, to anticipate what the consequences of certain actions might be, to conjecture about the feelings of others based upon their own experiences, and to identify alternative solutions (Manuele & Cicchelli, 1984). To reach these objectives, teachers have responsibilities for helping students in:

- defining the problem

  The teacher guides the students in recognizing and formulating problems of an interpersonal nature.

- generating alternative solutions

  With the teacher's help, the students consider a range of potentially workable solutions.

- choosing and acting upon a solution

  The teacher helps the students to think through the possible consequences and choose one response to the problem.

- evaluating the selected solution

  The teacher engages the students in thinking about the cause-effect relationships associated with the solution.

General Instructional Strategies

In a review of general instructional strategies to help students develop self-control and social skills, Cartledge and Milburn (1983, p. 64) noted that teachers frequently:

- initiate a classroom discussion about a particular social skill;
- use literature, audiovisual materials, and arranged classroom settings (e.g., bulletin boards, etc.);
- group children in certain ways for support and reinforcement among peers;
- involve techniques which tap prime interests of the particular age group (such as clubs for elementary school children, dramatics and videotaping for junior and senior high school students);
- build in learning outcomes that are pleasant; and
- use humor, games, and other techniques which are intrinsically fun for students.

A number of these strategies allow students to become aware of probable consequences of certain behaviors, without having to experience them in reality. Many of them can also be used to extend the application of newly learned skills to other settings, thus providing for the practice and generalization so important to effective learning.

Standards for Social-Personal Behavior

In some schools, administrators and teachers use inventories, checklists, and models as a basis for defining behaviors they want students to know and exhibit. Behavioral and skill standards defined in this way may become the objectives of instructional programs. Educators may find useful ideas in the outline of a social skills curriculum (Stephens, 1978); an inventory of social competence skills (Turnbull, Strickland & Brantley, 1978); or models of psychosocial maturity (Erikson, 1963; Greenberger, 1982).

Validated Programs of Demonstrated Effectiveness

Through special federal funding for innovative educational efforts, some school programs pertinent to the issues considered in this booklet have been designed, implemented, and evaluated. Certain of these have presented evidence of effectiveness which has earned them the distinction of being included in the National Diffusion Network of school programs that "work" (Sopris West, 1985).

Several validated programs are described in Appendix C. They represent a variety of approaches, specific objectives, and target groups of students. They may be adopted and adapted in local schools. They are a useful source to which teachers and administrators may turn as they try to help students to acquire better interpersonal skills, develop broader behavioral repertories, and make choices of behavior which will enhance their own school experience and that of others.

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APPENDIX A

THE NEW JERSEY PROJECT ON STUDENT EXPECTATIONS:

- Advisory Committee Membership and Charge
- Districts Participating in Validation Process

ADVISORY COMMITTEE

THE NEW JERSEY PROJECT ON STUDENT EXPECTATIONS
Spring, 1985

Co-Sponsors

New Jersey State Department of Education
New Jersey Principals and Supervisors Association

Chairperson:	Role
Mr. Alan Markowitz Parsippany Hills High School	Supervisor
Members	
Ms. Shanti Narra	Student
Mr. Kevin Marks	Student
Ms. Laurie Fitchett	Parent
Ms. Lillian Werenne	Counselor
Ms. Janet Cervalli	Teacher
Ms. Oglatha Gibson	Teacher
Dr. Carmine De Sopo	Superintendent
Mr. John Cashner	County Superintendent
Mr. Alfred Kane	Elementary Principal
Mr. Charles Stein	Secondary Committee
Mr. John Foulks	Middle School Principal
Mr. Mark Finkelstein	Local School Board Member
Dr. Deborah P. Wolfe	Member, New Jersey State Board of Education
The Honorable Frank H. Pallone, Jr.	State Senator
The Honorable Joseph A. Palaia	State Assemblyman
Dr. Jacqueline Cusack, Manager Student Behavior and Development	New Jersey State Department of Education, Division of General Academic Education

Dr. Tynette W. Hills, Coordinator Student Behavior and Motivation	New Jersey State Department of Education
Dr. Joel Bloom, Assistant Commissioner Division of General Academic Education New Jersey State Department of Education	Ex Officio
Mr. Henry L. Miller, Executive Director New Jersey Principals and Supervisors Association	Ex Officio
Mr. Walter W. Chesner New Jersey Principals and Supervisors Association	Liaison
Edythe A. Miller, Esq. New Jersey Principals and Supervisor Association	Liaison
Dr. Tom Rubino, Coordinator Student Behavior and Discipline	Liaison

CHARGES TO THE ADVISORY COMMITTEE TO THE NEW JERSEY PROJECT ON STUDENT EXPECTATIONS: IDENTIFYING AND EFFECTING POSITIVE STUDENT BEHAVIOR

There is consensus that student attitudes and behavior contribute significantly to the learning climate and effectiveness of the learning process. New Jersey's educators must work together to sensitize students and their parents to the importance of the development of positive attitudes and behavior for enhanced learning and academic success.

The purpose of the New Jersey Project on Student Expectations is to identify and validate standards of student behavior which can facilitate improved quality of learning in our schools. Information and materials shall be developed and disseminated to every New Jersey public school. The purpose will be to assist New Jersey educators in implementing effective school programs fostering widely-accepted student behaviors which will produce an environment conducive to improved learning.

By June 5, 1985, there shall be a consensus identifying those student behavior standards. In September, 1985, materials shall be made available to all New Jersey public schools to assist in implementing the project.

Therefore, the Advisory Committee to the New Jersey Project on Student Expectations is charged with the following:

1. review and react to the research document focusing on human development and behavior, effective schools and programs, school climate, and empirical data from similar in-state and out-of-state projects;

2. finalize a list of accepted standards of student behavior which are most often exhibited by successful students; and

3. assist in the development of the procedures and the implementation of the process for validating the identified standards of student behavior.

New Jersey Project on Student Expectations:

REPRESENTATIVE SCHOOLS AND SCHOOL DISTRICTS
USED TO VALIDATE ACCEPTED STANDARDS FOR STUDENT BEHAVIOR

ATLANTIC COUNTY

Galloway Township Public Schools

BERGEN COUNTY

Mahwah Township Public Schools
Tenafly Public Schools

BURLINGTON COUNTY

Mount Laurel Township Public Schools

CAMDEN COUNTY

Camden City Public Schools

CAPE MAY COUNTY

Cape May County Vocational-Technical Center

ESSEX COUNTY

West Orange Public Schools

GLOUCESTER COUNTY

Deptford Township Public Schools

HUDSON COUNTY

Bayonne Public Schools

HUNTERDON COUNTY

Frenchtown Borough Public Schools

MERCER COUNTY

Ewing Township Public Schools
Hopewell Valley Regional School District

MIDDLESEX COUNTY

Perth Amboy Public Schools

MONMOUTH COUNTY

Red Bank Regional High School District

OCEAN COUNTY

Manchester Township Public Schools
Toms River Regional School District

PASSAIC COUNTY

Paterson Public Schools

SALEM COUNTY

Pittsgrove Township Public Schools

SOMERSET COUNTY

Warren Township Public Schools

SUSSEX COUNTY

Sparta Township Public Schools
(unable to participate)

UNION COUNTY

Elizabeth Public Schools

WARREN COUNTY

Warren Hills Regional High School District

APPENDIX B

Shared Expectations for Student Behaviors

- Statement of Expectations for Student Behavior
- New Jersey State Board Resolution
- Examples of Expectations for Student Behavior

EXPECTATIONS FOR STUDENT BEHAVIOR

Students, parents, school administrators, and boards of education all agree that positive student commitment and behavior are essential to effective learning. At the same time, student behavior is often a problem in our schools. We believe that it is important to help students realize that their own attitudes and acts are directly related to their school experience and that of their classmates. With the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions which contribute to the effectiveness of schools and the worth of their learning experiences. Commensurate with their maturational levels and individual abilities, all students can behave in ways that enhance the social relationships of the school and facilitate learning.

Therefore, we, the students, parents, teachers, administrators and the board of education of this school district expect all students to fulfill the behavioral expectations of the school community, and to:

- Prepare themselves mentally and physically for the process of learning
- Demonstrate respect for people and property
- Take responsibility for their own behavior and learning
- Use time and other resources responsibly
- Share responsibilities when working as members of a group
- Meet the unique requirements of each class
- Monitor their own progress toward objectives
- Communicate with parents and school personnel about school-related matters

Resolution of the New Jersey State Board of Education, September 4, 1985

STATE OF NEW JERSEY

STATE BOARD OF EDUCATION

RESOLUTION

WHEREAS, the goal of a thorough and efficient education is to provide all children the educational opportunity which will prepare them to function politically, economically, and socially in a democratic society; and

WHEREAS, the schools are unique institutions which offer students the opportunity for learning the shared values of a society and for fostering positive and productive behavior that will enable them to fulfill their own potential; and

WHEREAS, the board recognizes the need for the schools to promote an environment for positive student development and achievement that enhances learning and leads to success in schools; now, therefore, be it

RESOLVED, that the State Board of Education encourages each board of education to examine carefully and consider the application of the appended statements of expectations for student behavior, which were developed by an advisory panel representative of educators, parents, students, and legislators, and validated by 21 school districts and their educational communities, through a coordinated effort of the department and the New Jersey Principals and Supervisors Association, and to develop and adopt such a set of statements in accordance with local educational goals as a vital step toward enhancing positive student attitudes and creating an orderly school environment; and be it

FURTHER RESOLVED, that such statements be prominently displayed and distributed in an appropriate form to pupils, staff, and parents or guardians, and form the basis for implementing positive student development programs and activities in each school district.

September 4, 1985

John T. Klaghofer

President, State Board of Education

Saul Cooperman

Secretary, State Board of Education

EXAMPLES OF EXPECTATIONS FOR STUDENT BEHAVIOR

The behaviors listed under each statement of student expectations are examples only and, therefore, do not represent the full range of possibilities. School districts can decide on alternatives to reflect local values and student differences.

- Prepare themselves mentally and physically for the process of learning
  - **Students are nourished, rested, clean, properly dressed, and groomed.**
  - **Students are free of drugs and alcohol.**
  - **Students come to school prepared to learn.**
- Demonstrate respect for people and property
  - **Students are honest, courteous, and polite.**
  - **Students respect the property of others.**
  - **Students accept the rights of others to their own opinions.**
  - **Students settle differences peacefully.**
  - **Students display good sportsmanship at school-related functions.**
  - **Students participate in the maintenance and cleanliness of school facilities and property.**
- Take responsibility for their own behavior and learning
  - **Students recognize that school is work and academic development is the primary purpose.**
  - **Students complete all homework, classwork, and exams.**
  - **Students make personal choices based on reasonable decision-making processes.**
  - **Students accept constructive criticism and disagreement when necessary and appropriate.**
  - **Students accept the consequences of their actions.**
- Use time and other resources responsibly
  - **Students attend school regularly and punctually.**
  - **Students use study periods and library time for school work.**
  - **Students use books and other equipment appropriately.**
- Share responsibilities when working as members of a group
  - **Students cooperate, contribute, and share in the work of the group.**
  - **Students accept and assume leadership when appropriate.**
  - **Students listen to the points of view of others.**

- Meet the unique requirements of each class

  - **Students participate actively in classwork.**
  - **Students follow class rules and procedures.**
  - **Students bring to class textbooks, clothing, and other materials necessary for participation.**
  - **Students observe rules for safe handling of class equipment and materials.**

- Monitor their own progress toward objectives

  - **Students record and maintain records of progress.**
  - **Students plan courses of study and schedules.**
  - **Students seek assistance from school staff members and peers.**
  - **Students value the relationship of learning to everyday life.**

- Communicate with parents and school personnel about school-related matters

  - **Students take time to discuss academic learning and school progress with parents and school personnel.**
  - **Students transmit information to parents and return responses to appropriate school personnel when requested.**
  - **Students know the appropriate people to involve when a problem occurs.**
  - **Students outline with parents and teachers a clear and concise educational goal for the school year.**

APPENDIX C

Validated Programs for Fostering Positive Student Behavior

The program descriptions on the following five pages were reproduced from Educational Programs That Work (11th ed.), 1985, with the permission of the publisher, Sopris West Inc., Longmont, Colorado, in cooperation with the National Dissemination Study Group.

Information about these and other nationally validated programs may be obtained from the State Facilitator Project, National Diffusion Network, Educational Information and Resource Center, 207 Delsea Drive (Rt. 47), RD 4, Box 209, Sewell, New Jersey 08080; (609) 228-6000.

PROJECT CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me). A curriculum to help students understand the causes and consequences of behavior.

AUDIENCE Approved by JDRP for students of all ability levels in grades 9-12. This program has been used as a course in itself, to supplement existing courses, and with units selected as minicourses, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION The New Model Me is designed to help high school students deal with available alternative actions for solving personal problems and the short- and long-range consequences of these alternatives. It is a positive, preventive approach to the study of human behavior and aggression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the "casual" approach to understanding human behavior, which requires that a person look beyond the surfact manifestations of an event to consider its possible cause. Affective materials and activities constitute a substantial part of the program.

The curriculum includes a wide variety of activities and seeks to promote much student/teacher interaction. A reasonably nonjudgmental and flexible teacher who maintains an attitude of acceptance of young people's ideas and a willingness to listen to their opinions will be most effective with the curriculum.

The New Model Me basic texts are: a student book and a teacher manual that incorporates the student book. Units in the books are: Human Behavior, Controls, Real Self, Values, Rsponse, and Change. The bibliography in the teacher manual suggests appropriate supplementary audiovisual materials and books.

Key Elements: a nonjudgmental, experiential classroom for discussing topics in the affective domain; incorporation of the casual approach to human behavior in the classroom; attainment of curriculum goals; and the following minimal instruction: initial in-depth instruction in Unit 1, subsequent instruction in portions of Units 2-6, and 45 classroom sessions per year (35-45 minutes per session).

NOTE: A five-unit second edition of The New Model Me became available in July, 1983 from Teachers College Press, P.O. Box 1540, Hagerstown, Maryland 21740. For further information contact John R. Rowe at address below.

REQUIREMENTS The program can be implemented by one or more teachers and/or counselors in a school. However, it is recommended that a corps of personnel (teachers, counselors, administrative decision makers) be involved in initial awareness, two-day training workshops, and follow-up activities. A typical classroom in which chairs can be moved for various activities is adequate. No special equipment is needed beyond that usually available in a secondary school.

COSTS Cost per pupil the first year is approximately $12 based on a student population of 300. This includes the cost of texts and inservice training. Continuation costs are minimal if student texts are reused.

SERVICES Awareness materials are available at no cost. Visitors are welcome by appointment at project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT John R. Rowe, Project Director; Lakewood Board of Education; 1470 Warren Rd.; Lakewood, OH 44107. (216) 529-4267 or 521-6463.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-73 (5/29/74)

PROJECT DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project. A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

AUDIENCE Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as good parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

REQUIREMENTS Internship training for people with backgrounds in psychology, social work, early childhood education. Follow-up visits to sites. Follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes, grades K-3, by using the circle time activities. It is primarily a training program that requires intensive training for the adult leaders.

COSTS When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program are less than $20. There would be no additional per-learner monthly operational costs for a school with an elementary school counselor or psychologist who could devote a minimum of one half-day per week to the program.

SERVICES Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

CONTACT Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.

PROJECT ETHICAL ISSUES IN DECISION MAKING. A program that uses Kohlberg's theory of cognitive moral development to promote the moral growth of high school students.

AUDIENCE Approved by JDRP for students in grades 10-12.

DESCRIPTION This project has used Kohlberg's theory of cognitive moral development to design a high school Ethical Issues course and a governance model for schools. Kohlberg's theory identifies six stages of moral development, which are defined and measured by an individual's ability to reason about moral issues in conflict. Designed as a traditional semester elective, the Ethical Issues course can fit into any high school schedule. Cognitive moral development theory provides the structure and some content of the curriculum. Each unit centers on a set of moral issues. Each activity requires class discussion of a moral dilemma involving conflicting rights and duties in a given situation. To expose students to increasingly higher states of moral reasoning, units present increasingly complex dilemmas. Students read plays, novels, short stories, essays, and legal opinions; writing skills are emphasized. Kohlberg's theory is also the basis of the Just Community model for alternative shcools, which uses a weekly community meeting to promote cognitive moral development. At these meetings, community and individual issues are discussed, their moral components are explored, rules are voted, and agreements are made on issues of fairness that affect the whole community. Leadership rotates through the community. Decisions of the community meeting are processed and issues are clarified at small group advisee metings. The Fairness Committee is another important structure of the model. Any teacher or student can bring someone before the committee to settle a grievance or solve the issues of fairness that inevitably arise in a high school. The committee identifies areas and issues within the school where teachers and students can mediate solutions to problems together, and it teaches skills necessary for that process. Many of the governance structures employed by alternative schools have been modified so that they can be adapted by conventional high schools.

REQUIREMENTS Ethical Issues requires one teacher (preferably English or social studies) to be trained at in the Institute for Moral Development during July. This introduction enables a person to return to their school and teach as many sections as might be scheduled. A team of persons is preferable but one individual would suffice. Due to the complex nature of the Just Community School, it would be necessary to send a team of teachers and/or administrators to Harvard to be trained. Typical costs are approximately $1,000 for tuition and $500 for room and board and $100 for books and materials.

COSTS For the Ethical Issues Course, replicators would need the following: two Teacher's Guides @ $50 each; 30 Student Handbooks @ $10 each; films to accompany the course @ $300 per semester (note that not all of these are required and some may be locally owned). Staffing costs can be met by reassignment of personnel.

SERVICES Awareness materials are available free to potential replicators, and visitations may be arranged on an appointment basis. Availability of project staff to attend awareness sessions and to provide training services other than at Harvard may be arranged (costs are negotiable).

CONTACT Anthony Arenella; Scarsdale Public Schools; 45 Wayside Ln.; Scarsdale, NY 10583. (914) 723-5500, ext. 144 or 147.

PROJECT POSITIVE ATTITUDE TOWARD LEARNING (PATL). A performance-based inservice training program designed to improve student attitudes toward school and their rate of cognitive growth by strengthening the consistence of teacher behavior.

AUDIENCE Approved by JDRP for K-12 students with a less-than-positive view of self and/or learning.

DESCRIPTION Improvement in a student's attitude toward school, self, and others leads to improvement in his/her rate of cognitive growth. Staff development is accomplished through the use of self-paced, individualized, performance-based packages called kits.

The teacher-training kits teach specific skills in four complementary areas: active involvement, learning processes, individualized instruction, and improved communication and management.

Each of the training kits is designed to provide teachers with performance-based objectives, numerous learning activities designed to assist them in reaching those objectives, and criterion-referenced assessment procedures. Whenever possible, the learning activities provide the teacher with a choice of various media, small group or individual sessions, and tapes of live observation. Feedback to the teacher is an essential component of the program.

Kit Advisors, a minimum of two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three- or four-month period. Completion of all four kits requires one and one-half to two years.

REQUIREMENTS Two to four days of training are provided for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties.

COSTS Start-up cost is $500 plus $10 for each teacher to be trained. Operational costs consist of stipends for inservice specialists.

SERVICES Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at the project site (adopter pays only its own costs). Training is also available at adopter site (all expenses must be paid). Follow-up services are available to adopters (travel and per diem must be paid).

CONTACT Charles Pelan, Director, or John Zirges, Inservice Specialist/Evaluator Bethalto Unit #8 Schools; 322 E. Central; Bethalto, IL 62010. (618) 377-7213.

PROJECT TIPS: Teaching Individuals Positive Solutions/Teaching Individuals Protective Strategies. A structured approach to teaching young people how to positively resolve conflict, to resist crime, and to protect themselves and their property.

NON FUNDED

AUDIENCE Approved by JDRP for fourth- and fifth-graders. Curriculum has been developed for K-8, but no evidence has been submitted to or approved by the Panel.

DESCRIPTION This program was initiated by a request from the Director of the Federal Bureau of Investigation to translate the concept of crime resistance into an educational program. TIPS is a ten-week intervention program aimed at both the perpetrators and victims of crimes. The basic assumption of the program is that increased knowledge about crime resistance concepts will lead to more positive attitudes toward them and subsequently to improved behavior in dealing with them. The goals of the program are to promote and maintain positive student attitudes and behavior, while teaching students to responsibly insure the safety and welfare of themselves and others.

Each grade-level curriculum is contained in a single manual that includes instructions for use, teacher information, reproducible student worksheets, and suggested supplementary information. Concepts presented are appropriate to the skill and reading level of each grade with more sophisticated materials added each year. Topical areas include positive conflict resolution; respect for rules, laws and authority; responsibility; and strategies in crime resistance. TIPS can be taught as a mini-course, a supplement to existing courses, an interdisciplinary unit, and as a focus for small-group discussion. Specific math, reading, and language arts skills are delineated for each lesson. Teacher-guided discussion is supplemented by student activities such as decision making, role playing, creative writing, vocabulary development, graphing, mapping and decoding.

REQUIREMENTS Project TIPS can be replicated by an individual teacher, a school, or an entire district. One day of staff training, monitoring of implementation, and evaluation of impact are required for adoption. There are no additional facility, equipment, or personnel requirements.

COSTS Teacher booklets with student worksheets cost $5; training costs are negotiable; reproduction of student worksheets as desired.

SERVICES Awareness materials are available at no cost. Visitors are welcome by appointment at project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training may be at project or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT Loreli Damron; Project TIPS; Jefferson Annex; Fourth Street NW; Charlottesville, VA 22901. (804) 293-5179.

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-21 (5/12/82)

APPENDIX D

Listing of Related Publications of the New Jersey State Department of Education

Publications and Training

The State Department of Education has developed publications to assist New Jersey educators as they work to improve student behavior. These publications address the behavior issues and problems educators experience in our schools.

In these publications, worthwhile and well-documented theories, research programs, and practices are described and discussed in the necessary detail for their application in schools and classrooms. A list of the publications is provided below.

In most cases, a copy of each publication is distributed to the chief school administrators of local school districts. Copies are also distributed through training activities which are usually available to accompany the publications. The training activities are offered through the regional curriculum services units. Copies of the publications may also be purchased through the department's Forms Management and Distribution Services Office (see address on the title page of this booklet).

- **Student Codes of Conduct: A Guide to Policy Review and Code Development** (Fall 1985) - a guidebook to help school districts develop and implement clear and fair codes of conduct and to develop policies for student rights and responsibilities. It encourages districts to update their policies and, if necessary, revise them so that the rules which govern the behavior of students, as well as the responsibilities of the staff and parents for enforcing these rules, are clear to all.

- **A Manual for the Development of Classroom Management Skills** (Summer 1985) - a resource guide to assist school districts in improving classroom management and in reducing disruptive student behavior. The manual allows users to match identified areas of need with strategies for meeting those needs. The models presented have been field-tested in schools and found to be effective. They are based on research which demonstrates that well-managed classrooms provide students with fewer opportunities for disruption and more opportunities for learning.

- **Classroom Motivation: Helping Students Want to Learn and Achieve in School** (Winter 1985) - a resource guide for teachers, summarizing the research, describing effective programs and practices, and offering principles for improving student academic motivation in classrooms.

- **Help at Home for Learning in School** (Winter 1985) - a handbook for parents, emphasizing the significance of family support for children's academic achievement, and suggesting specific ways parents can assist in enhancing student achievement.

- **Alternative Education Programs for Disruptive Students** (1984) - a resource guide which summarizes the research and provides a conceptual framework for developing alternative educational programs for disruptive students. It describes program models that have been identified as effective with chronically disruptive students and provides a generic planning/implementation process.

- **Program Models for the Prevention, Intervention and Treatment of Student Substance Abuse** (1984) - a compendium which presents brief descriptions of curricula and programs recommended by national and state experts on alcohol, drugs, and tobacco. It references model programs and New Jersey schools using these models.

- **Desk Reference Manual on Student Drug and Alcohol Use: A Comprehensive Planning Guide for School Administrators** (September 1985) - a manual which serves as a resource guide for school decision makers. Individual sections cover policy, legal considerations, curriculum, intervention approaches, training and evaluation, all in a planning context.

- **Adolescent Suicide Awareness Training Manual** (1984) - a training manual to assist school districts in dealing with the alarming rise in adolescent suicide. Several important topics are treated, including the impact of suicide on society, myths and facts about suicide, a statistical profile of adolescent suicide, early warning signs and community resources, as well as intervention and follow-up with students who attempt suicide.

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FEEDBACK FORM

IDENTIFYING AND FOSTERING POSITIVE STUDENT BEHAVIOR

Please rate this document by responding to the following questions. Circle your response to each question using a scale of 1 (highest rating) to 5 (lowest rating). Your frank evaluation and comments will help us to improve our products.

1. Does the document provide a thorough, useful and objective overview of the issues involved in establishing appropriate expectations for student behavior in schools?

   1 2 3 4 5

2. Will this document be helpful as a basic resource to your district in reviewing, developing or revising behavioral expectations for your students?

   1 2 3 4 5

3. Does the document provide useful information on processes to use in bringing about agreement on standards for student behavior in your district?

   1 2 3 4 5

4. Is the document easy to read in regard to style, organization of information, and form?

   1 2 3 4 5

Comments: (Please reference the specific item above by number if relevant to your comment. General comments will also be helpful, of course.)

Return to: New Jersey Department of Education
Division of General Academic Education
Bureau of Student Behavior and Development
225 West State Street
CN 500
Trenton, New Jersey 08625

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